



Daily Life and Diversity in 18th Century Philadelphia

Teacher Guide with Lesson Plans



A curriculum-based education program created
by the Independence Park Institute at
Independence National Historical Park



Independence Park Institute



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Top left to right:

Dolley Todd (Mrs. James) Madison Collections of Independence National Historical Park.

James Forten Courtesy of the Historical Society of Pennsylvania, Leon Gardiner Collection.

William White Collections of Independence National Historical Park.

Richard Allen Courtesy Moorland-Spingarn Research Center, Howard University.

Bottom left to right:

George Washington Collections of Independence National Historical Park.

Martha Washington Collections of Independence National Historical Park.

Presumed Portrait of George Washington's Cook Courtesy of Museo Thyssen-Bornemisza.

Joseph Brant/ Thayendanegea Collections of Independence National Historical Park.

18th Century Philadelphia "At a Glance"

Teacher Information Section

This section of the Teacher Guide is designed to provide the teacher with helpful information in an easy-to-read format. Before and throughout your teaching of this program, you can quickly read through these descriptions and use them as a guide and resource. As your students do the web-based activities, they will have questions. This section should provide you with a detailed overview of the four households, their inhabitants, and the information about each household covered in the web site.

TODD HOUSE

The Todd House, built in 1775, still stands at 343 Walnut Street. During this time period, it was considered a home for those of moderate means. The Todds inhabited the house from 1791-1793.

1. Who's who at the Todd House?

Dolley Payne Todd (1768-1849)

- born in North Carolina to a Quaker family
- raised in Virginia, and moved to Philadelphia at age 15
- married John Todd, Jr. in 1788, they had two sons
- husband, John Todd, Jr., died during the Yellow Fever epidemic of 1793
- in 1794, Dolley married James Madison, future U.S. President
- became a prominent citizen, especially in regard to social activities

John Todd, Jr. (176?-1793)

- Dolley's husband; was a lawyer and had his law office in his home
- had a pet dog named Pointer
- mentor to apprentice Isaac Heston
- died of Yellow Fever in 1793

John Payne Todd (1792-1852)

- eldest son of Dolley and John Todd
- had a weakness for gambling
- after Madison's death, Dolley had to sell the family plantation in order to pay off his debts

William Temple Todd (1793)

- son of Dolley and John Todd
- died before two months of age, possibly of yellow fever

Lucy Payne (1778-1848)

- younger sister of Dolley, resided in the Todd house
- helped with chores and child care
- married Washington's nephew, George Steptoe Washington

Anna Payne (1779-1832)

- younger sister to Dolley by 10 years, called "sister child"
- lived with Dolley in Washington, D.C. and married Congressman Richard Cutts

Isaac Heston (1770-1793)

- law apprentice to John Todd
- resided in the garret of the Todd House
- died in 1793 of Yellow Fever

2. Which primary sources are presented in the Todd section?

- John Todd's will
- John Todd's estate inventory
- letter from Isaac Heston to his brother re: the 1793 epidemic
- church burial list from August, 1793

3. What examples of material culture are presented in the Todd section?

- pewter dishes for everyday use
- silver spoons and "Creamware" teacups, for more elegant gatherings and for special guests
- musket (over door) used for the "sport" of hunting birds
- baby bottle made of pewter with cloth nipple (in dining room)
- chamber pot, made of redware (in bedroom)
- quill pen and pewter inkwell
- wooden mousetrap, found in kitchen

4. What facts about the time period are discussed in the Todd section?

This section of the website provides information about the Yellow Fever epidemic of 1793. Here are some of the facts:

- symptoms are: chills, headache, pain in limbs, fever, internal bleeding and jaundice of skin and eyeballs
- wealthy people, including Washington, fled the city to avoid the sickness
- the cause was unknown at this time, but many people thought it was caused by a shipment

of rotting coffee beans that were left on the busy dock

- wealthy patients were treated by Dr. Benjamin Rush, who treated the disease by bleeding. Ironically, people who could not afford to pay for treatment were sent to a hospital set up at Bush Hill, and were treated successfully by the "French method," which involved bed rest, fresh air and liquids
- members of the Free African Society helped to nurse victims, as it was thought that African Americans were immune to this disease, but this was incorrect and many African Americans died of yellow fever

FORTEN HOUSE

The Forten House at 50 Shippen Street was purchased for James Forten by his boss, Robert Bridges, in 1792. It was located several blocks from the sail loft where James Forten worked. He lived there for 14 years. Historians are still researching whether the house still stands on Bainbridge Street in Philadelphia.

1. Who's who at the Forten House?

James Forten (1766-1842)

- born of free Africans in Philadelphia in 1766
- studied for two years at a Quaker school
- at age 14, served aboard a privateer ship (during the Revolution)
- held as prisoner of the British for seven months
- became a sailor and an apprentice to a sail maker, later owned the company
- leader in the early abolitionist movement
- helped to finance The Liberator, William Garrison's abolitionist newspaper

Margaret Forten (c.1722-1806)

- mother of James Forten
- not much is known of her background, whether or not she was a slave, her exact date of birth, nor any record of her marriage
- she was free at the time of her children's birth or her children would not have been born free
- upon her husband's death, she worked as a servant to support her family; later, her son, James, supported her and she lived in his house

Abigail Forten Dunbar (1763-1846)

- James's sister, born a free African
- worked as a domestic alongside her mother
- married William Dunbar in 1789, had four children

William Dunbar (?-1805)

- not sure where or when he was born, nor if he was ever enslaved
- Abigail's husband; James Forten's brother-in-law
- had a job as a sailor and was often away
- died in 1805, in a New York hospital after being left there by crew mates

Nicholas Dunbar (1786-1852)

- James Forten's nephew
- married a free Black woman, Jane
- became a sailor, but deserted home and family in 1816 (went to St. Croix)

Margaret Dunbar (1785-1852)

- James Forten's niece
- at age 24, married George Lewis, a man who sailed with James Forten
- was married in the Gloria Dei Church

William Dunbar, Jr. (1792-?)

- James Forten's nephew, who was 13 when his father died
- worked in Forten's sail loft
- made many sea voyages, including those to Cuba, India, and England

2. Which primary sources are presented in the Forten House section?

- reprint of a newspaper article from the London Journal
- Ann Elizabeth Fortune's will**
- pictures of Gloria Dei Church
- painting of Market Street

****Note:** You will find the name Fortune used in reference to the Forten family. The name Fortune had some negative connotations at the time, so the family changed their last name to Forten instead. We have used Forten throughout to avoid confusion. When students view the last will and testament of Ann Elizabeth (James and Abigail's aunt) in the *Meet the People* section about Abigail Forten Dunbar, the name Ann Elizabeth Fortune is used, since that is how their aunt would have referred to herself and how she is listed in her last will and testament.

3. What examples of material culture are presented in the Forten House section?

- 18th Century toys
- trivets - used to hold pots, found in the fireplace
- inkwell with quills
- gold pocket watch
- period broom
- washtub and scrubbing board
- simple white creamware (ceramic dinnerware)
- handmade examples of period clothing and dresser for storage

4. What facts about the time period are discussed in the Forten House section?

This section of the website provides information about the merchants and tradesmen of this period. Here are some facts:

- sail maker: in addition to making sails, they also made other canvas items such as tents and tarps. Sails were made in sail lofts (upper floor of warehouses) to accommodate their size
- apothecary: provided a wide range of medical services in addition to medicine-making, including surgical and dental services and midwifery
- blacksmith: worked with iron and steel. A famous blacksmith, Jeremiah Elfreth, owned many houses off 2nd Street (today, Elfreth's Alley)
- mantua maker: like today's upholsterers, seamstresses, and dressmakers. Betsy Ross Claypoole was a mantua maker, who also made flags
- merchants: those who bought and shipped goods and sold them for profit. One of the wealthiest was Robert Morris, who helped to finance the Revolution and whose home became the President's house
- peruke maker: a wig maker; wigs were the fashion and also a sign of prosperity
- printer: printed newspapers, almanacs, books, and money; most famous printer was Ben Franklin
- farmer: the city was surrounded by farmland; farmers brought their products to Market Street to trade and sell

BISHOP WHITE HOUSE

The Bishop White House still exists, and is located at 309 Walnut Street. Bishop William White, rector of Christ Church, St. Peter's Church, and the first Episcopal Bishop of Pennsylvania, lived in this house from the time it was built in 1787 until his death in 1836. White chose its location because it was halfway between the two churches he served.

1. Who's who at the Bishop White House?

Bishop William White (1748-1836)

- one of the few clergymen who stayed loyal to the Patriot cause, a decision that cost him money, but made him very popular with the average citizen
- after returning from England in 1788, he moved into his new home
- served as the Chaplain of the Continental Congress
- Chaplain to the U.S. Senate when Philadelphia was the Capital City
- began many institutions to help those in need (they are listed on the website)

Mary Harrison White (1750-1797)

- Bishop White's wife
- her father was a sea captain and a former Mayor of Philadelphia
- married William White in 1773, together they had eight children
- only three of their children lived to adulthood
- assisted in schooling children at home
- entertained famous people in her home on Walnut Street
- enjoyed long visits to their country home, Brookland (was located on what is now Broad Street)
- died in the house on Walnut Street in 1797

William White (1784-1797)

- Bishop White's son
- most likely schooled at home with his older brother, Tommy
- only three years old when he moved into the Walnut Street house
- would have been taught how to read, write, spell, and draw
- may have attended the Episcopal Academy, which was begun by his father
- was said to be very close to his father
- died on January 22, 1797, at the age of 13, probably not of Yellow Fever

Thomas Harrison White (1779-1859)

- Bishop White's son
- was eight years old when the family moved into the Walnut Street house
- began his schooling at home, but later attended the Episcopal Academy

- in 1804, he married Maria Key Heath of Maryland, who died in 1814
- had five children, all born at the Walnut Street house
- in 1822, he moved back home due to his father's ill health
- attended the University of Pennsylvania, later worked for a large merchant firm owned by his uncle, Robert Morris, as "supercargo" (caretaker for the cargo)

Elizabeth White (1776-1831)

- Bishop White's daughter
- "Betsy" was the oldest child to survive and become an adult
- at home, she was taught reading, penmanship, music appreciation, and needlework
- fell in love with a famous painter's son (to her father's chagrin)
- married General William MacPherson in 1803 and they had two daughters
- after the General died in 1813, she moved back into her father's house
- served as the household manager for almost 20 years
- was the manager of the Female Bible Society of Philadelphia

Mary White (1777-1825)

- Bishop White's daughter
- Polly, as Mary was called, was most likely schooled at home
- she and her sisters entered a formal school for girls in their early teens
- married an editor of a newspaper, Enos Bronson, in late 1804
- had seven children, with five living to adulthood
- became ill and died in 1825, after which her five children lived with Bishop White

Mrs. Boggs

- was the main cook in the Bishop's house
- lived directly above the kitchen
- was in charge of doing all the laundry and keeping the house clean

John

- was the coachman (like a chauffeur today) and companion to the Bishop
- lived behind the Bishop's house
- was a free African American
- was treated by Benjamin Rush, the Bishop's neighbor, but died of Yellow Fever

2. Which primary sources are presented in the Bishop White section?

- several excerpts from the letters of Mary Harrison White
- portraits of Bishop White, Richard Allen, and Absalom Jones
- many photographs of the Bishop White House over the past 200 years
- photographs of Christ Church and Quaker Meeting House

3. What examples of material culture are presented in the Bishop White section?

- 18th Century toaster which lies on the floor in the fireplace
- coffee grinder (hung by kitchen window)
- sugar cone and nippers - sugar was snipped from the cone as needed
- wooden mousetrap found in pantry
- Canton Chinese Porcelain and children's doll house in dining room
- pianoforte, an 18th Century upright keyboard instrument
- indoor toilet, only afforded by the wealthy (no plumbing)
- mosquito netting around the Bishop's bed
- Argand lamp fueled by alcohol and camphor

4. What facts about the time period are discussed in the Bishop White section?

- facts about religion and community service are presented
- Christ Church started in 1695 as an Anglican Church of England and is still in use today as an Episcopal Church. Its members included signers of the Declaration of Independence, colonial leaders, and everyday citizens. Many famous people are buried in its burial ground, including Ben Franklin
- community associations begun by White are: School for Black and Native Americans, Philadelphia Association for the Alleviation of Miseries in Public Prisons, Dispensary for Medical Relief for the Poor, School for the Deaf
- Franklin's community contributions are also discussed: Free Library, American Philosophical Society, Pennsylvania Academy (later the University of Pennsylvania), Fire Company
- African Churches like Mother Bethel were important to the free Black community; they began organizations to help others: The Free African Society, African School for the Free Instruction of Blacks, Rush Education Society (medical), Female Benevolent Society, Library Company of Colored Persons
- Richard Allen and Absalom Jones were founders of the Free African Society
- the Quaker belief in religious tolerance encouraged people from different ethnic and religious groups to settle Philadelphia
- most Quakers are pacifists, but Free Quakers or Fighting Quakers joined the army and actively participated in the American Revolution
- Quakers were involved in a wide range of community service activities: Friends' Almshouse, Union Fire Company, Library Company, Pennsylvania Hospital, School for Black People and Their Descendants, Pennsylvania Abolition Society, Philadelphia Society for the Alleviation of Miseries of Public Prisons, and Female Society of Philadelphia for the Relief and Employment of the Poor

PRESIDENT'S HOUSE

The Robert Morris House at 190 High Street (now Market Street) became the President's house from 1790-1800. Built in the 1760's, the second floor burned in 1780, but was restored. The house no longer exists, as it was torn down in 1830. Today, the new Liberty Bell pavilion stands in this location.

1. Who's who at the President's House?

George Washington (1732-1799)

- born to a middle class planter, quit formal schooling at 15
- led Virginia militia at age 23
- General of Patriot troops during the American Revolution
- served in both first and second Continental Congresses
- head of Constitutional Convention, and was elected first president
- lived in New York and then in the President's House at 190 High Street
- retreat and home at Mount Vernon, where he retired

Martha Washington (1731-1820)

- at 18, married wealthy planter, Daniel Parke Custis
- in 1759, she married George Washington (who became wealthy upon marriage)
- was in charge of domestic scene and staff at the President's House
- hosted Friday night "levees" (parties) at 190 High Street

George Washington Parke Custis (1781-1857)

- called Wash, grandson of Martha Washington
- named after his grandfather
- his father was the son of Martha and her first husband, Daniel Parke Custis
- raised at Mount Vernon by his grandmother, Martha Washington
- was nine years old when he moved to the President's House

Eleanor Parke Custis (1779-1852)

- called Nelly, granddaughter of Martha Washington
- raised at Mount Vernon, and was a favorite of George Washington
- moved to President's House at age 11, and had a room on the second floor
- witnessed her grandfather's 2nd inauguration at Congress Hall in 1797

Tobias Lear (1762-1816)

- friend and secretary to Washington, and tutor to his grandchildren
- best bookkeeper Washington ever had, was paid \$800/year
- coordinated Washington's move from Mount Vernon to Philadelphia, and lived in the house

- on the 3rd floor after his marriage to Mary Long
- later became a European ambassador, then retired to Virginia

Mary Lear (1770-1793)

- called Polly, married Tobias Lear in 1790
- a close friend of Martha's, helped her with social matters
- in 1793, she became one of the first victims of Yellow Fever
- the President attended her funeral at Christ Church

Benjamin Lincoln Lear (1791-1832)

- son of Tobias and Mary, born in President's House
- raised in New Hampshire by his grandmother
- became a successful lawyer in Washington
- like his mother, died during an epidemic - 1832, of cholera

Oney Judge (1774-1848)

- an enslaved African, seamstress, and personal servant to Martha Washington
- escaped in 1796; Washington could not understand her "disloyalty"
- moved to New Hampshire and married a free African

Hercules (circa 1752-?)

- an enslaved African, cook for Washington family
- was allowed to sell leftovers, earning \$100-200 per year
- raised his three children after the death of his wife
- ran away at the end of Washington's presidency and was never found

2. Which primary sources are presented in the President's House section?

- Washington's estate inventory
- part of the personal memoir of George Washington Parke Custis
- letter from Robert Morris about the "Ice House" at 190 High Street
- photos of the excavation at 190 High Street done in 2001
- several paintings depicting events at the President's House
- many paintings and portraits of the inhabitants of the President's House
- excerpt from John Adams's letter to his wife about conditions at 190 High Street
- excerpts from Washington's letters about his escaped slaves
- Gradual Abolition Act
- painting of coach used by Washington
- photo of Deshler-Morris House in Germantown which was a presidential retreat and still stands today
- floor plan of the President's House (several rooms that may be entered)

3. What examples of material culture are presented in the President's House section?

- rug depicting the Presidential seal
- items belonging to the president and his family that may still be seen today at Mount Vernon: president's bed and desk, Nelly's harpsichord, key to the Bastille (a gift from Lafayette), and a view of Washington's kitchen in Mount Vernon
- 18th Century foot warmer, a metal box of hot coals
- 18th Century boot scraper

4. What facts about the time period are discussed in the President's House section?

This section of the website provides information about the transfer of power to the new president and some history of the Abolitionist movement. Here are some of the facts:

- in 1797, Washington peacefully handed over power to Adams; this was a first in the history of government
- other types of leaders are discussed: emperors and kings
- the Divine Right of Kings - it was thought that royalty was given the power to govern by God
- a section is devoted to the explanation of the French Revolution
- in 1787, the Free African Society was founded in Philadelphia - this organization helped to free fugitive slaves
- under the Gradual Abolition Act, slaves living in Pennsylvania for more than six months were given the right to file for freedom - Washington often took his enslaved Africans to Mount Vernon (in Virginia) in order to avoid this law
- Oney Judge tried to strike a bargain with Washington after she escaped; said she would return to serve him and Martha if he would agree to free her upon their deaths. Washington refused.

Before Your Visit: Lesson #1

Introduction to the Unit:

Investigating History

(Expected Class Sessions to Complete: 1 to 2)

****No computers are needed to complete this lesson.****

Program Goal:

Students will develop an understanding of the daily lives of several citizens of 18th century Philadelphia through the study of 4 specific households that existed in the decade spanning the years 1790-1800.

Objective:

Students will use limited information to make educated guesses about people from 18th century Philadelphia, and to brainstorm other historical resources that could help them to find out more information about the person on the historical “identity card” that they have been given.

Standards Correlation:

PA:	8.1 A	Understand chronological thinking and distinguish between past and present
	8.1 C	Explain the fundamentals of historical interpretation (fact v. opinion)
	8.1 D, 8.2 B, 8.3 B	Interpret primary and secondary resources (as they relate to PA & U.S.)
	8.2 A, 8.3 A	Identify individuals who contributed to PA and U.S. history
NJ:	6.1 A	Distinguish between primary and secondary resources
	6.4 A	Compare family life in past to present
	6.4 E	Discuss events and personalities (1754-1820)

Materials:

- One pocket folder for each student, assembled as detailed below
- All Investigation Sheets and the Project Rubric
- Index cards of 4 different colors, or copy paper of 4 different colors
- Chart paper, Color markers
- List of Household Members-Teacher Resource Sheets A, B, C, and D
- Investigation Sheets 1 and 2 will be utilized in this lesson

Before the Lesson:

1) Students will be working individually as well as in cooperative groups. Teachers should consider students’ learning styles and behaviors when assigning roles, since members of each household will be working together for part of this lesson, and most of this unit.

NOTE: There are four households covered in this unit of study. In the web activities, the amount of text and the reading level vary greatly by household. The Bishop White House and the President’s House present more information, therefore teachers may want to consider this before making group assignments.

2) Use the List of Household Members to create a set of identity cards for each of the citizens residing in the 4 households on index cards or color copy paper, using a different color for each household. Students will begin working as individuals and will eventually join others who have cards of matching color. (Students need not know this information in advance).

3) Provide a folder for each student. This is the “18th Century Philadelphia Research File.” Make copies of all graphic organizers, data sheets and the project rubric and place them in the folders in advance. In addition, place a different identity card in the pocket of each folder. Students may label and/or decorate the cover of the file before the completed file is submitted. Upon distribution, students will be responsible for the folder and its contents. These folders will be used as part of the student assessment that is embedded within this unit of study.

4) Create a wall chart entitled: Sources That Help Us Discover Information about People.

5) Make copies of the Student Pre-Test (located in the back of this Teacher Guide) if you wish to use it for evaluation purposes.

Engage:

1) **Whole Class Discussion** On the board or a piece of chart paper, begin the unit by listing basic information about one of the students in your class: name, gender, address, birth date, and current year. Ask: What does this information really tell us about this member of our class? What can you figure out based on only this information? After that brief discussion, ask: Tell me some other things that you know about him/her. Teacher will list other facts such as: He is a good baseball player, He has 3 siblings, He has one dog and one cat, etc. Begin a discussion by soliciting answers to the following question: “What sources would help us to learn more about this person?” Create a list of responses on the wall chart you prepared earlier. Students may suggest resources such as: interview, examination of personal items, diaries, or records, such as report cards, etc. This chart will be a living poster within the classroom. The students should be encouraged to add to it as they continue with this unit of study.

2) **Teacher-Directed Instructions** Distribute folders, and discuss contents. Tell students that the information gathered within these folders will help them to explore the lives of individuals who lived in 18th century Philadelphia. Tell them that all of this information and these folders will be used to assess their learning. Remind them that they should take responsibility for this. (Teacher may wish to share the assessment rubric at this time).

3) **Individual Work** Ask students to take their identity cards from their folders. They are to assume the role of the person on the card. At this point, they will not know that others with like-color cards are members of the same household. Ask students to fill in the basic information on Investigation Sheet 1.

4) **Cooperative Work** Students are now ready to meet with the other members of their household. Students with like-color cards will meet to share their identities, and they will use the facts that they have been given thus far to formulate hypotheses about the relationships between themselves and the other members of their household. Additional information that is gleaned from this meeting may be recorded on Investigation Sheet 1. Note: At this point, facts need not be correct, but must be based upon sound reasoning. For example, if there are 2 people in a household named John Todd, students might deduce that they are father and son. Corrected data will be listed on Investigation Sheet 5 by the end of this unit.

Close:

1) **Whole Class Discussion** Bring entire class back together to discuss some of their findings. There will be many questions that remain unanswered. Refer back to the wall chart, Sources that Help Us Discover Information about People. Ask students to identify additional sources for helping them with their exploration of the 18th century households. List the sources. At this time, introduce the terms primary sources (diaries, artifacts, report cards) and secondary sources (newspapers, textbooks). A highlighter may be utilized to identify the primary sources on the wall chart.

2) **Individual Work** Investigation Sheet 2 may be completed either in class or for homework. In column one of this sheet, students will develop a list of questions about life in the 18th century. Columns 2 and 3 may be completed when and if these questions are answered. In closing, inform students that they will use web-based activities and a field trip to Independence National Historical Park in order to obtain further information.

List of Household Members

Todd House-1793

Todd House	The year is 1793.
Name:	Dolley Payne Todd
Date of Birth:	1768
Address:	343 Walnut Street Philadelphia, PA
Gender:	Female

Todd House	The year is 1793.
Name:	John Todd, Jr.
Date of Birth:	1763
Address:	343 Walnut Street Philadelphia, PA
Gender:	Male

Todd House	The year is 1793.
Name:	William Temple Todd
Date of Birth:	1793
Address:	343 Walnut Street Philadelphia, PA
Gender:	Male

Todd House	The year is 1793.
Name:	John Payne Todd
Date of Birth:	1792
Address:	343 Walnut Street Philadelphia, PA
Gender:	Male

Todd House	The year is 1793.
Name:	Lucy Payne
Date of Birth:	1778
Address:	343 Walnut Street Philadelphia, PA
Gender:	Female

Todd House	The year is 1793.
Name:	Anna Payne
Date of Birth:	1779
Address:	343 Walnut Street Philadelphia, PA
Gender:	Female

Todd House	The year is 1793.
Name:	Isaac Heston
Date of Birth:	1770
Address:	343 Walnut Street Philadelphia, PA
Gender:	Male

List of Household Members

Bishop White House-1792

Bishop White House The year is 1792.

Name: Bishop William White

Date of Birth: 1748

Address: 309 Walnut Street
Philadelphia, PA

Gender: Male

Bishop White House The year is 1792.

Name: Mary Harrison White

Date of Birth: 1750

Address: 309 Walnut Street
Philadelphia, PA

Gender: Female

Bishop White House The year is 1792.

Name: Elizabeth White

Date of Birth: 1776

Address: 309 Walnut Street
Philadelphia, PA

Gender: Female

Bishop White House The year is 1792.

Name: Mary White

Date of Birth: 1777

Address: 309 Walnut Street
Philadelphia, PA

Gender: Female

Bishop White House The year is 1792.

Name: Thomas Harrison White

Date of Birth: 1779

Address: 309 Walnut Street
Philadelphia, PA

Gender: Male

Bishop White House The year is 1792.

Name: William White

Date of Birth: 1784

Address: 309 Walnut Street
Philadelphia, PA

Gender: Male

Bishop White House The year is 1792.

Name: Mrs. Boggs

Date of Birth: ?

Address: 309 Walnut Street
Philadelphia, PA

Gender: Female

Bishop White House The year is 1792.

Name: John

Date of Birth: ?

Address: 309 Walnut Street
Philadelphia, PA

Gender: Male

List of Household Members

Forten House-1798

Forten House	The year is 1798.
Name:	James Forten
Date of Birth:	1766
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Male

Forten House	The year is 1798.
Name:	Margaret Forten
Date of Birth:	circa 1722
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Female

Forten House	The year is 1798.
Name:	Abigail Forten Dunbar
Date of Birth:	1763
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Female

Forten House	The year is 1798.
Name:	Nicholas Dunbar
Date of Birth:	circa 1786
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Male

Forten House	The year is 1798.
Name:	William Dunbar
Date of Birth:	?
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Male

Forten House	The year is 1798.
Name:	Margaret Dunbar
Date of Birth:	circa 1785
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Female

Forten House	The year is 1798.
Name:	William Dunbar, Jr. (Billy)
Date of Birth:	1792
Address:	51 Shippen Street Philadelphia, PA <small>(Today: 4th and Bainbridge Streets)</small>
Gender:	Male

List of Household Members

President's House-1790

President's House The year is 1790.

Name: **George Washington**

Date of Birth: **1732**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Male**

President's House The year is 1790.

Name: **Martha Washington**

Date of Birth: **1731**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Female**

President's House The year is 1790.

Name: **George Washington Parke Custis**

Date of Birth: **1781**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Male**

President's House The year is 1790.

Name: **Eleanor Parke Custis**

Date of Birth: **1779**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Female**

President's House The year is 1790.

Name: **Hercules**

Date of Birth: **circa 1752**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Male**

President's House The year is 1790.

Name: **Oney Judge**

Date of Birth: **1774**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Female**

President's House The year is 1790.

Name: **Tobias Lear**

Date of Birth: **1762**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Male**

President's House The year is 1790.

Name: **Mary Lear**

Date of Birth: **1770**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Female**

President's House The year is 1790.

Name: **Benjamin Lincoln Lear**

Date of Birth: **1791**

Address: **190 High Street**
Philadelphia, PA
(Today: 6th and Market Streets)

Gender: **Male**

Rubric for the 18th Century Research File

Daily Life and Diversity in 18th Century Philadelphia

Student Name: _____

(5) Cover _____

Includes student's name, title of the project, and date.

May include a decoration, drawing or computer graphic for 5 additional points.

(10) Who's Who in our 18th Century Household?--Investigation Sheet 1 _____

Basic data is complete. Student has attempted to identify relationships among household members, and has cited evidence to support guesses.

(15) 18th Century Life Investigative Questions--Investigation Sheet 2 _____

Student has listed a minimum of 8 questions. Answers are provided whenever possible. Sources investigated are listed (even if answer was not found).

(10) Meet the People-- Investigation Sheet 3 _____

All household residents are listed. Notes are carefully taken with primary and secondary sources clearly cited.

(10) Learning from 18th Century Portraits-- Investigation Sheet 4 _____

Primary source is described in detail. Interpretation of primary source is based upon available data. Conclusion information clearly stated.

(10) Individual Data Sheet-- Investigation Sheet 5 _____

All items are completed as thoroughly and accurately as possible (this will vary depending upon the information that is available). Evidence of investigative work is shown when this sheet is compared to Investigation Sheet 1.

(10) Material Culture-- Investigation Sheet 6 _____

At least three images are carefully sketched or described in detail. Facts about the 18th century and present day are linked to the objects and are based upon historical data.

(10) Comparison Diagram-- Investigation Sheet 7 _____

Facts are listed for all 4 households. Similarities are listed in the center of the chart.

(10) Five W's--Investigation Sheet 8 _____

Students have collected the information from the daily life and diversity website, and they have sorted it by category using the 5 W's reporting method.

(15) Lifeline _____

Materials are complete and handed in ahead of time.

OR

(10) Deadline _____

Materials are complete and handed in on time.

(10) EXTRA CREDIT: Newspaper Article-- Investigation Sheet 9 _____

Well-written, legible, and summarizes one aspect of 1790s Philadelphia in style of newspaper article (who, what, when, where, and why).

Student Name: _____

Who's Who in our 18th Century Household?

Directions: Use the basic information from your identity card to fill in part of this form. Then, you will join your household group and try to fill in the rest of the form as best as you can, based on the evidence and educated guesses.

Legal Name _____
(first) (middle) (last)

Address _____

Gender _____ **Nicknames/ name changes** _____

Date of birth _____ **Place of birth** _____

Date of death _____ **Place of death** _____

Occupation _____ **Religion** _____

Date of Marriage _____

Father's Name _____
(first) (middle) (last)

Mother's Name _____
(first) (middle) (last)

Siblings:

Children:

Other residents in household:

Name	Possible relationship	Cite evidence to support your guess

Daily Life and Diversity in
18th Century Philadelphia
Student Name: _____



Investigation Sheet 1
Use with Lesson 1

18th Century Life Investigative Questions

Questions	Answers	Source Investigated

Daily Life and Diversity in
18th Century Philadelphia



Independence Park Institute

Investigation Sheet 2
Begin use with Lesson 1
& add to throughout the Unit

Before Your Visit: Lesson #2

Meet the People:

Using Primary & Secondary Sources

(Expected Class Sessions to Complete: 1 to 2)

****Computers with internet access are needed to complete this lesson.****

The website address is www.independenceparkinstitute.com/inp

Objective:

Students will investigate the use of primary and secondary sources and will be able to discuss their importance to historians. Upon examining various biographies and primary sources through a web-based activity, students will develop a greater understanding of life in 18th century Philadelphia.

Standards Correlation:

PA:	8.1 D, 8.2 B, 8.3 B 8.2 A, 8.3 A	Interpret primary and secondary resources (as they relate to PA & U.S.) Identify individuals who contributed to PA and U.S. history
NJ:	6.1 A 6.4 A 6.4 E	Distinguish between primary and secondary resources Compare family life in past to present Discuss events and personalities (1754-1820)

Materials:

- 18th Century Research File
- Investigation Sheets 3 and 4
- Pencils or pens, highlighters
- Family Photographs (optional)

Before the Lesson:

1) Students will investigate the “Meet the People” portion of the *Daily Life and Diversity in 18th Century Philadelphia* web site. The website address is www.independenceparkinstitute.com/inp This lesson requires the use of computers for a period of approximately 45 minutes. It is designed to be used individually, but partnering would also work well.

2) Students should have their research folders at hand. They will use Investigation Sheets 3 and 4 for gathering facts.

Engage:

1) Whole Class Discussion Teacher should conduct a brief discussion focusing on the web site assignment. “Today we will use a web site in our search for facts about the 18th century. Is the web site a primary source or a secondary source? (answer: secondary) Yes, the web site is a secondary source, but on your journey today, you may find some primary sources embedded within the pages. Use Investigation Sheet 3 to record some of your findings about the people in your household. On this data sheet, you will list the names of the people you meet, some facts about them, and the sources of the information. In some cases, the only source will be this web site. Record the source in the appropriate column on Investigation Sheet 3, then use a highlighter to mark off primary sources as we did on our wall chart.”

2) Historians can sometimes use portraits as primary sources to uncover important information about the past. Students will find 18th century portraits within this section of the web site. Investigation Sheet 4 is a tool for recording some of the important data that may be obtained from portraits. Briefly discuss this sheet with students; then proceed with the internet work.

Close:

1) **Individual Work** Allow time for students to make additions/corrections on Investigative Data sheets 1-5, as needed. Remind students to take great care in completing the data, since all of these sheets will be submitted for assessment. This may be done as a homework assignment.

2) **Cooperative Work** Students in various households will meet to discuss their findings, and pick one primary source to teach the rest of the class about. They should choose a recorder from each group to make additions to the Sources That Help Us Discover Information about People wall chart. They should also choose a presenter, who will report to the class about the primary source that the group has chosen to share with the class.

3) **Whole Class Discussion** After the presenters have given their reports, ask the class: “What surprised you? What did you learn? What questions do you still have?” This should be a brief discussion as students will have time to share household facts with their classmates during the jigsaw activity in Lesson 4.

*****The teacher may wish to have students bring in photos of themselves and photos of their grandparents at about the same age. Compare the clothing, hairstyles, and objects in the photos. What do the photos tell them about history? Maps, photos of buildings, and other images may also be used for comparison. This may be done before or after Lesson 2.*****

Student Name: _____

Meet the People

Residents (List their names.)	Notes (List facts you learned.)	Sources (How did you know?)

Student Name: _____

Learning from 18th Century Portraits

Directions: Pick one of the portraits found in the “Meet the People” section of your house. Study the image and use your findings to fill in this form.

Name of the person in the portrait _____

What institution (museum, historical society, etc.) owns this portrait?

Describe the colors that the artist used in the portrait. Can you tell what medium (paint, pastel, charcoal, watercolor, etc.) that the artist used to create this portrait?

Describe the person’s clothing and hairstyle. Can you make any guesses about the person’s occupation or standard of living based on their appearance?

Look at the way the person is facing, their body language, and the expression on their face. Does this portrait let you know what emotions the subject is feeling? Does this portrait help you make any guesses about the person’s personality?

Is there anything unusual about this image? What do you notice first and why?

After looking at this portrait, what questions do you still have about this person’s life?

****If you have time, you can make your own drawing of this portrait on the back of this sheet, and color it.****

Student Name: _____

Individual Data Sheet

Legal Name _____
(first) (middle) (last)

Address _____

Gender _____ Nicknames/ name changes _____

Date of birth _____ Place of birth _____

Date of death _____ Place of death _____

Occupation _____ Religion _____

Date of Marriage _____

Father's Name _____
(first) (middle) (last)

Mother's Name _____
(first) (middle) (last)

Siblings (list in birth order):

Children (list in birth order):

Other residents in household:

Name	Possible relationship	Cite evidence to support your answer

Before Your Visit: Lesson #3

Enter the House:

Learning through Material Culture

(Expected Class Sessions to Complete: 1 to 2)

****Computers with internet access are needed to complete this lesson.****

The website address is www.independenceparkinstitute.com/inp

Objective:

Students will investigate the daily life of different households in 18th Century Philadelphia using a web-based activity that emphasizes the study of material culture.

Standards Correlation:

PA:	8.2 B	Identify material artifacts
NJ:	6.1 A	Analyze data in order to see persons and events in context
	6.4 B	Discuss the value of significant artifacts

Materials:

- 18th Century Research File
- Investigation Sheet 6
- Chart Paper
- Pens or Markers

Before the Lesson:

1) Students will investigate the “Enter the House” portion of the *Daily Life and Diversity in 18th Century Philadelphia* web site. The website address is www.independenceparkinstitute.com/inp This lesson requires the use of computers for a period of approximately 45 minutes. It is designed to be used individually, but partnering would also work well.

2) Students should have their research folders at hand. They will use Investigation Sheet 6 for gathering facts about material culture, and will need chart paper for listing facts.

Engage:

1) **Whole Class Discussion** Draw a T-Chart on chart paper. Label the first column *Everyday Activities* and label the second column *Objects Used to Do Everyday Activities*. Have students discuss their daily routines, and list examples of daily activities along with corresponding objects that are needed in order to perform these daily tasks (For example, an activity could be “getting up for school” and the object might be an alarm clock). Point out the fact that not all households have the same daily activities and that all households do not use identical objects to help them perform their daily activities. Discuss these similarities and differences with students.

2) After listing several activities and objects, fold the chart in half so that only the *Objects* side of the list is visible. Tell students that this list represents an example of the material culture in their lives. *Material Culture* is a term given to objects that people use on a daily basis to perform functions or tasks. These items reveal facts about their lives. Ask students to imagine what historians many generations in the future might think if they had the items on this class-generated list. Ask, “How might these objects inform historians about our lives and our culture? Do all households have the same material culture?” Again, students should note that not all households are exactly the same; but rather, they are varied and diverse, as was the case in the 18th century. Tell students that they will learn about the diversity of material culture within their 18th century households by going to the “Enter the House” portions of the *Daily Life and Diversity in 18th Century Philadelphia* web site.

3) Individual or Partner Students are ready to investigate the web site. They will use Investigation Sheet 5 as a recording tool. As they travel the site, students are to sketch or describe at least 3 items of material culture that help to define this time period in history. They will describe how the items were used in the 18th century and today. In order to avoid duplication, it may be helpful to seat students of same households together. NOTE: Remind students that they should be adding information to Investigation Sheets 1-5 as they move through the site. Continue to look for and to cite primary and secondary sources.

Close:

1) Cooperative Group Allow time for student households to meet for discussion. Each household may create a T-chart listing facts they have gathered by examining material culture on the web site. (This T-chart will be just like the chart that the whole class generated at the beginning of the lesson, but will contain information from their specific household.)

2) Whole Group Discussion One member of each household may share the info with the class. Mount the group T-charts on the wall if students have created them.

Discussion: How did the items of material culture reveal facts about 1790s Philadelphia? Were objects identical in all 4 households? Why or why not? Are any of these objects in use today? Do they look very similar or very different from their 18th century counterparts?

3) Individual Work Provide some time for students to update Investigation Folders in class, or assign these tasks to be done for homework. Students should be keeping investigation information current as they go through the discussions and website.

Optional Extension:

Home-School Connection: Have students prepare additional T-charts for recording examples of material culture from their individual homes. Ask them to choose objects that demonstrate the diversity in their lives. For example, not all households will contain objects such as surf boards, plasma televisions, VCR tapes, etc. *What will historians think of these items 100 years from now? Will the items inform historians about life in the 21st Century?*

Language Arts Connection: Students may use these charts as the basis for a letter to future historians. Imagine the letter being placed in a time capsule. Make it detailed so that it informs about the material culture of today.

Student Name: _____

Material Culture

Name the Object <u>and</u> Sketch and/or Describe It	How did people use this object in the 18 th century?	How is the object different/ similar to what is used today for this purpose?
①		
②		
③		

Before Your Visit: Lesson #4**Sharing Information:****Learning through the Jigsaw Method**

(Expected Class Sessions to Complete: 1)

****No computers are needed to complete this lesson.******Objective:**

Student representatives from four households in 18th century Philadelphia will meet in cooperative groups to share information. Students will broaden their knowledge and understanding of daily life and diversity in 18th Century Philadelphia through the cooperative learning activity called a jigsaw.

Standards Correlation:

PA:	8.1 A	Understand chronological thinking and distinguish between past and present
	8.1 C	Explain the fundamentals of historical interpretation (fact v. opinion)
	8.1 D, 8.2 B, 8.3 B	Interpret primary and secondary resources (as they relate to PA & U.S.)
	8.2 A, 8.3 A	Identify individuals who contributed to PA and U.S. history
NJ:	6.1 A	Distinguish between primary and secondary resources
	6.4 A	Compare family life in past to present
	6.4 E	Discuss events and personalities (1754-1820)

Materials:

- 18th Century Research File
- Posted Wall charts from Lesson 3
- Investigation Sheet 7

Before the Lesson:

1) **The Jigsaw Method** Students will use the jigsaw method of sharing information. Groups of 4 will be formed that consist of one member from each of the four households studied. Student-selected groups may be established quickly by asking students to form groups of 4 using the color-coded cards from Lesson 1. Teacher-selected groups may be established in advance in order to take learning styles and behavior into account.

Engage:

1) **Whole Class Discussion** Teacher will discuss the fact that students have studied four diverse households. A great way to share all of the ideas is through the jigsaw method. If students are not familiar with jigsawing, explain that they will be working in groups of four. Each group will be composed of one household member from each of the houses they have studied. Individual students will share the information from their 18th Century Research Files.

By the culmination of the jigsaw activity, all students will have some knowledge of all four households. The four people sharing their knowledge about the households will help all members of the group “put the pieces together” like a jigsaw puzzle.

2) **Cooperative Work** Jigsaw groups will meet for approximately 20 minutes to share information. Investigation Sheet 7 may be utilized as a visual comparison tool. Students should take notes throughout the discussion using this Investigation Sheet. On the sheet, there are four spaces for listing facts about the individual households. In the end, students can use the middle block as a place to record facts that are true for all four houses.

Close:

1) **Individual Work** Allow time for students to add/correct information on Investigation Sheets 1-7. The 18th Century Research Files will be carried to Independence National Historical Park on the class visit, at which time they may share their learning with a park ranger, and can add new historical knowledge to their research files.

2) **Whole Group Discussion** Ask students to share the similarities between the households. How are the households different? What accounts for these differences? How are these households from the 18th century similar or different to your household today?

Optional Extension:

1) If time permits, students may now visit all households on the *Daily Life and Diversity in 18th Century Philadelphia* web site. This may be done at school or for homework.

2) Use Investigation Sheet 7 as a pre-writing tool for a compare and contrast essay about two of the households.

Student Name: _____

Comparison Diagram

Todd House

How all houses are alike

Bishop White House

Forten House

President's House

Before Your Visit: Lesson #5

Investigate 1790s Philadelphia:

Learning through Reporting

(Expected Class Sessions to Complete: 1 to 2)

****Computers with internet access are needed to complete this lesson.****

The website address is www.independenceparkinstitute.com/inp

Objective:

Students will obtain information about some of the people, businesses, institutions, and events of 1790s Philadelphia through a web-based activity. Students will act as reporters and synthesize information learned into an 18th century newspaper article.

Standards Correlation:

PA:	8.1 A	Understand chronological thinking and distinguish between past and present
	8.1 D	Describe and explain historical events
	8.2 D	Identify and explain conflict and cooperation among social groups and organizations in PA history
NJ:	6.4 A	Compare family life and community in past to present
		Describe situations in which people from diverse backgrounds work together

Materials:

- 18th Century Research File
- Investigation Sheets 8 and 9

Before the Lesson:

1) Students will visit the *Daily Life and Diversity in 18th Century Philadelphia* web site one more time to investigate the time period in the section called *Investigate 1790s Philadelphia*. The website address is www.independenceparkinstitute.com/inp This lesson requires the use of computers for approximately 30 minutes. It is designed as an individual activity, but partnering would also work well.

2) The students will assume the roles of journalists and will gather information using the investigative questions: Who? What? When? Where? Why? Investigation Sheet 8 will be used for gathering information.

Engage:

1) Whole Class Discussion The teacher will conduct a brief discussion about the 5 basic questions that a journalist addresses in news articles, and will then introduce Investigation Sheet 8. Tell students that they will use this tool for gathering information as they visit the *Investigate 1790s Philadelphia* portion of the web site.

2) **Individual Work** As students go to their individual households on the *Daily Life and Diversity in 18th Century Philadelphia* web site, they will read the information posted under *Investigate 1790s Philadelphia* and will record the important facts on Investigation Sheet 8.

3) **Cooperative Work** Bring the whole class back together and then ask students to jigsaw as they did in Lesson 4. At this time, students will share the information from their reporting sheets with the whole jigsaw group.

Close:

1) **Individual Work** Once again, allow time for students to add/correct information on Investigation Sheets 1-8. This will be their last chance to make changes/adjustments before visiting Independence National Historical Park (This could also be completed as a homework assignment).

2) **Whole Group Discussion** How do these events link the households? Conduct a brief discussion. What questions does the class still have about their households, and about life in 18th century Philadelphia? The teacher may compile a class list of questions for the rangers, or students may jot down questions for individual queries and further research.

3) **Assessment** In addition to the rubric for the 18th Century Research File, teachers may choose to repeat the pre-test with students, or give the post-test provided at the end of the Teacher Guide.

EXTRA CREDIT: See #2 in the Optional Extensions section below.

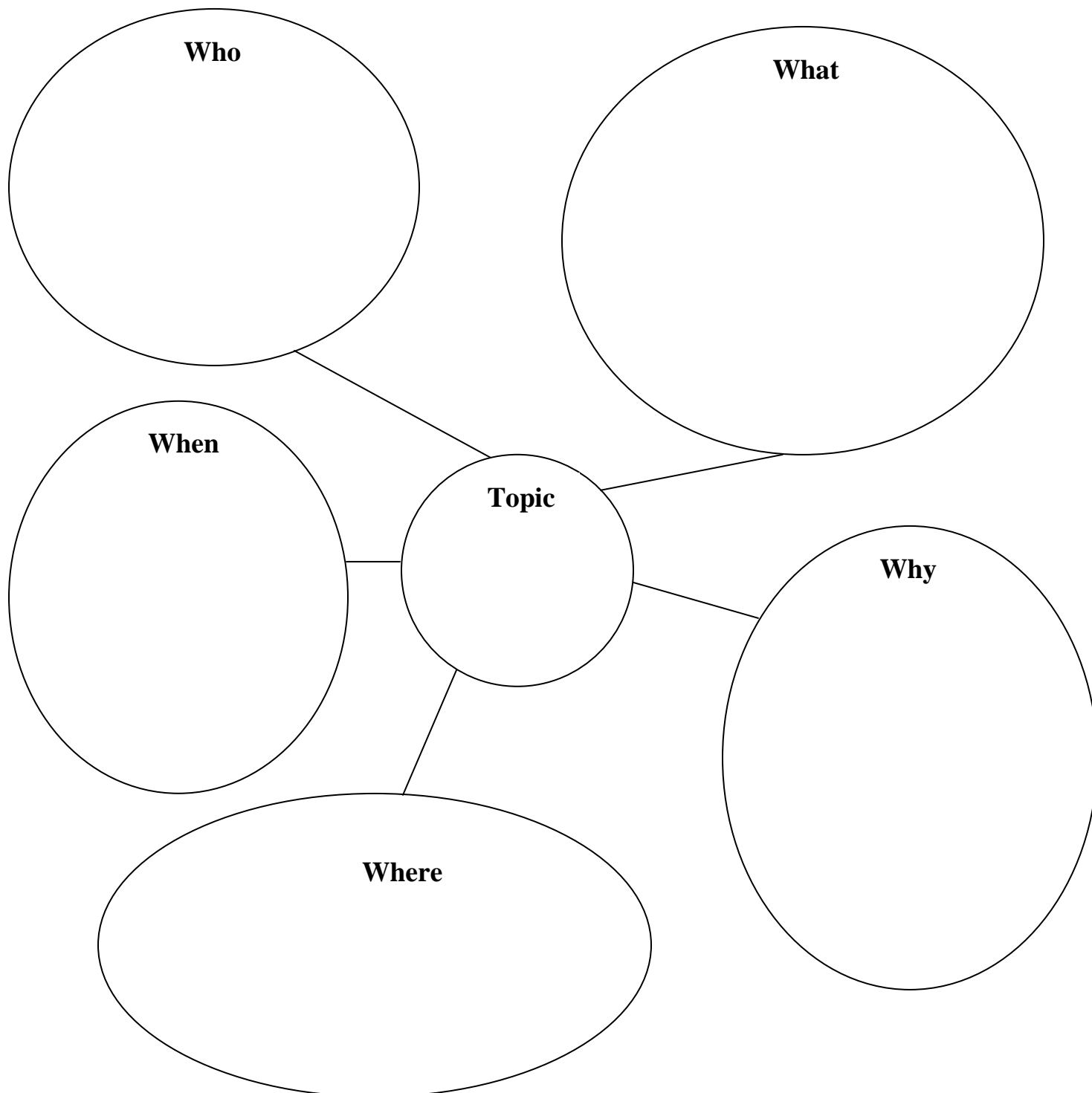
Optional Extensions:

1) If time permits, students may now visit the other 3 households on the web. This may be done at school or for homework.

2) Students may use Investigation Sheet 8 as a pre-writing tool for composing a newspaper article. (Depending on their assigned household, students may want to focus only on one sub-topic from the *Investigate 1790s Philadelphia* section of the web site since some sections are quite involved and detailed.) Students will create their newspaper articles on Investigation Sheet 9, and may use this as an extra credit assignment.

Student Name: _____

Using the 5 W's Investigating 1790's Philadelphia



General



Advertiser.

SURGO UT PROSIM.

PUBLISHED (DAILY) BY BENJ. FRANKLIN BACHE, No. 112, MARKET, BETWEEN THIRD AND FOURTH STREETS, PHILADELPHIA.

Six Dolls. per ann.)

S A T U R D A Y, November 8, 179

(Num. 1 2 2 4

Daily Life and Diversity in
18th Century Philadelphia

Investigation Sheet 8

Use with Lesson 5

Daily Life and Diversity in
18th Century Philadelphia



Independence Park Institute

Investigation Sheet 9
Use with Lesson 5

(Extra Credit)

Post-Visit Extension Activities

The following extension activities may be utilized as follow-up to your visit to Independence National Historical Park, or for assessment purposes.

1) Create a Museum Brochure by setting up the following scenario:

You've been hired by the National Park Service to create a brochure for the house that you studied. Explain why tourists should visit. Tell about the 18th century residents and describe some of the contents of the house. Describe the house's historical significance. Make your brochure interesting, so that it will draw tourists to the site.

2) Careers in the National Park Service

Go to the National Park Service web site to learn about National Park Service employment opportunities. Students may pretend that they are applying for a position with the National Park Service. What job would they want? Then they may write a business letter to the superintendent, or Human Resources department, of the park that they are interested in working for in which they explain why they should be hired. Students should use the information that they have learned in this unit to make their letters more convincing.

3) Compare and Contrast

Create a Venn Diagram that compares life in 18th century Philadelphia to life in the present day.

4) Math/Art Extension

Obtain the actual measurements for one of the houses studied. Draw a scale blueprint and/or bird's eye view of the house. Use the scale drawings to construct a model of clay or other material.

5) Make a Time Capsule

Consider the study of material culture. What items would students include from their daily lives? Ask students to construct a time capsule (may be pictorial) and to explain the rationale for their choices in an oral presentation to the class.

6) Math Extension

Obtain a copy of the 1790 census. Compare it with the most recent census. Compare and contrast. How does the 1790 census inform us about daily life in the 18th century? Design a bar graph to compare some of the data that is obtained.

7) **Visit the Other Households on the Web Site**

Allow students time to visit the three other households on the *Daily Life and Diversity in 18th Century Philadelphia* web site. The website address is www.independenceparkinstitute.com/inp

8) **Commemorating a Historical Site**

The President's House is no longer standing, yet it housed the Executive Branch of government during the 1790s, and housed George Washington's enslaved Africans, some of whom escaped to freedom while living in Philadelphia. This makes it an important site for all Americans to remember, and for the National Park Service to commemorate.

What would be the best way to remember and represent the President's House?

Create a design for a commemoration of the President's House site. Include illustrations and written descriptions in your design.

9) **A Fictional 1790s Conversation**

The people from the households that the students have studied in this unit all lived and worked within a few blocks of one another during the same time period in Philadelphia. Historians know that some of these people actually knew each other and had conversations (like President George Washington and Bishop White). Others never met each other or talked to each other, just like people who live in big cities today. Some of these people may have known each other, but nothing has been found yet in the historical record to prove it.

Small groups of students can work in cooperative groups and create a fictional conversation that might have occurred if several of these historical figures sat down and had a conversation. Students can write a script with dialogue and stage directions for a written assignment, or they can act out the scenes for the class.

10) **1790s Philadelphia Talk Show**

Small groups of students can work together in cooperative groups to produce a "talk show", which they will perform for the class. One student takes on the role of the talk show host, and the other students take on the roles of different historical figures that were featured in the *Daily Life and Diversity in 18th Century Philadelphia* web-based program. The talk show host asks questions of their "guests" to learn more about their lives, and the guests must respond with answers that reveal accurate knowledge of the person from history that they are portraying.

Resources for Students

Anderson, Laurie Halse. **Fever 1793**. Simon & Schuster, 2000.

A fictionalized account of a young girl's struggle to survive the Yellow Fever Epidemic.

Clayborn, Carson and Hine, Darlene Clark. **Milestones in Black American History** series. Chelsea House Publishers.

Primary sources about Black History: Braving the New World 1619-1784 and The Gathering Storm 1787-1829.

Conley, Kevin. **Benjamin Banneker, Scientist and Mathematician**. Chelsea House Publication, 1989.

This biography describes Banneker's connection to the Philadelphia Abolition Society.

Fleming, Candace. **Ben Franklin's Almanac, Being a True Account of the Good Gentleman's Life**. Atheneum Books for Young Readers, 2003.

This book has the format of Franklin's Poor Richard's Almanac. It describes Franklin's life and provides background information on the mid to late 18th century.

Fleishman, Paul. **Path of the Pale Horse**. Harper Collins, 1983.

Fictionalized story of a doctor's apprentice who goes to Philadelphia in 1793 to help victims of Yellow Fever.

Greenberg, Judith. **Journal of a Revolutionary War Woman**. Scholastic, 1996.

A collection of diaries, letters, family recollections, church records, and other primary sources that describe a woman's life during the Revolutionary period.

Hakim, Joy. **A History of U.S. From Colonies to Country 1735-1791** and **The New Nation 1789-1850**. Oxford University Press, 2003.

Nonfiction alternative textbook suitable for students in grades 5 and up that details the history of the period in a narrative style. These textbooks provide excellent lists for further reading on the history of this time period.

Loeper, John F. **The House of Spruce Street**. McClelland and Stewart, Ltd., 1982.

The story of a house built in 1772 for Merchant Thomas Morton. It is typical of the design of the time period.

Murphy, Jim. **An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793**. Clarion Books & Houghton Mifflin, 2003.

A very-well written and well-documented nonfiction account of the epidemic of 1793. This book has an extensive bibliography on the topics covered in this unit.

Myers, Walter Dean. **Now Is Your Time: The African American Struggle for Freedom**. Harper Collins, 1991.

An historical overview for young readers.

Pflueger, Lynda. **Dolley Madison, Courageous First Lady.** Enslow Publishers, 1999.

Recent details from Dolley's early Quaker upbringing through White House years. Sidebars provide interesting facts.

Riley, Gail Blasser. **Benjamin Franklin and Electricity.** Scholastic, 2004.

The story of Ben Franklin, inventor.

Rinaldi, Ann. **Stitch in Time Quilt Trilogy Series #1.** Scholastic, 1995.

A fictionalized account of a family during the post-Revolutionary War era. The author uses a quilt metaphorically in order to tell the story.

Rinaldi, Ann. **Taking Liberty: The Story of Oney Judge, George Washington's Runaway Slave.** Simon & Schuster Childrens, 2003.

A fictionalized story of Martha Washington's "favorite" slave, Oney Judge. The story takes place in New York and Virginia, as well as in Philadelphia.

Schanzer, Rosalyn. **George vs. George, The American Revolution as Seen From Both Sides.** National Geographic, 2004.

Explores how the characters and lives of King George and George Washington effected the progress and outcome of the Revolution.

Sullivan, Charles, ed. **Children of Promise: African American Literature and Art for Young Children.**

A literature anthology and collection of art of the African American experience.

Tunnell, Michael O. **The Joke's on George.** Boyds Mill Press, reprint 2001.

Describes an incident in which George Washington supposedly was fooled by Charles Wilson Peale's lifelike painting of his sons.

Young Oxford History of African Americans series. **"Revolutionary Citizens: African Americans 1776-1804."** Oxford University Press.

Books in this series use primary sources and stories to this history for children.

18th Century Philadelphia

Teacher Resources

Aptheker, Hebert, ed. **A Documentary History of the Negro People in the United States.** Citadel Press, 1951.

Hundreds of primary source documents from 1661-1910.

Biddle, Henry D. **Extracts from the Journal of Elizabeth Drinker, from 1759 to 1807.** J.B. Lippincott Company, 1889.

A primary account of life in Philadelphia during this time period. An account of everyday life and activities.

Cotter, John L., et al. **The Buried Past: The Archeological History of Philadelphia.** University of Pennsylvania Press, 1992.

Information about historical digs in and around Philadelphia, including Washington's house.

Davis, Allen F. and Haller, Mark H. **The Peoples of Philadelphia: A History of Ethnic Groups and Lower Class Life 1790-1940.** Temple University Press, 1973.

The first chapter of this book gives a lot of detail about the plight of poor Philadelphians in the late 18th century.

Franklin, John Hope and Moss, Alfred A. **From Slavery to Freedom: A History of African Americans.**

An in-depth history of African Americans.

Hirschfield, Fritz. **George Washington and Slavery: A Documentary Portrayal.** University of Missouri Press, 1997.

Using primary sources together with contemporary news clippings and official documents, Hirschfield traces Washington's complex transition from slaveholder to abolitionist.

Larkin, Jack. **The Reshaping of Everyday Life 1790-1840.** Harper & Row, 1988.

Life in America during the 1790's is described with several references being made to Philadelphia.

Matthern, David B. **Selected Letters of Dolley Madison.** University of Virginia Press, 2003.

A fascinating and readable collection that provides ready access to Dolley's correspondence.

Meltzer, Milton. **The Black Americans: A History in Their Own Words 1619-1983.** Harper Collins, 1987.

A collection of primary sources with brief introductions.

Mires, Charlene. **Independence Hall in American Memory.** University of Pennsylvania Press, 2002.

Rediscovered and chronicles the lost history of Independence Hall through three centuries.

Nash, Gary B. **First City: Philadelphia and the Forging of Historical Memory**. University of Pennsylvania Press, 2001.

Full of surprising anecdotes, First City reveals how Philadelphians from all walks of life participated in the partisan activity of transmitting historical memory from one generation to the next.

Nash, Gary B. **The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America**. Viking Adult, 2005.

Instead of presenting only the Founding Fathers, Nash emphasizes the diversity of identities and opinions that forged the New Republic.

Nash, Gary B., Dunn and Crabtree. **History Besieged (History on Trial)**. Vintage Books, 2000.

Examines the controversy over how our nation's history should be taught, including debate about National History Standards.

Nash, Gary B. and Percoco, James A. **A Passion for the Past: Creative Teaching of U.S. History**. Heineman, 1998.

Designed for educators. Demonstrates how using applied history, teachers can bring life to the people, places, and events of our nation's history.

Powell, J.H.H. with introduction by Kenneth R. Foster and Coxey Toogood. **Bring Out Your Dead: The Great Plague of Yellow Fever in Philadelphia in 1793**. University of Pennsylvania Press, 1993.

Psychological portrait of a city in terror. It is a fascinating account from original sources.

Thompson, Peter. **Rum, Punch and Revolution: Taverngoing and Public Life in 18th Century Philadelphia**. University of Pennsylvania Press, 1999.

An account of the favorite stops of Philadelphians in the 18th century where news and gossip were exchanged.

Weigley, Russell F., et al. **Philadelphia: A 300 Year History**. W.W. Norton & Company, 1982.

A collaborative work of many historians and scholars. A section of this work is dedicated to life in the late 18th century.

Wienuk, Henry. **An Imperfect God: George Washington, His Slaves, and the Creation of America**. Farrar, Straus, and Giroux, 2003.

Explore this Founding Father's engagement with slavery at every stage of his life.

Winch, Julie. **James Forten: A Gentleman of Color**. Oxford University Press, 2002.

First serious biography of Forten, a free black man born in Philadelphia who fundamentally shaped American history.

Wolf, Stephanie Grauman. **As Various as Their Lands**.

Places the reader into the lives and minds of the people of 18th century Philadelphia with emphasis on the diversity of its population.

Daily Life and Diversity in 18th Century Philadelphia Student Pre-Test

Student Name _____

Date _____

TIME LIMIT: Do not spend more than 15 minutes on this test. This pre-test is meant to show what you already know about this topic. If you cannot answer an item, skip it and go on.

Multiple Choice Circle the correct answer.

1. How do we know about the people and events that helped to shape our history?
 - a) material culture
 - b) primary sources
 - c) history books
 - d) all of the above

2. What statement best describes Philadelphia during the 18th century?
 - a) a tiny, rural town with a small population
 - b) an important port city with a large and diverse population
 - c) a city where everyone had to practice the same religion
 - d) a city where it was illegal to own slaves

True or False

- _____ George Washington owned slaves who lived in the President's House in Philadelphia.
- _____ In the 18th century, all Philadelphians had similar houses, clothing, and other possessions.
- _____ The investigation of portraits and documents is an important part of the study of history.
- _____ In 18th century Philadelphia, a woman could not own and operate a business.
- _____ Many historic objects, documents, and buildings no longer exist.
- _____ All Africans living in Philadelphia in the 18th century were slaves.

Short Answer

Sarah and Michael were discussing history. Sarah said, "I know all about 18th century Philadelphia because I read about it in my history textbook. The information in history books is official. Since history tells about the past, it never changes." Michael said, "I think that new information about history is being discovered all the time." Do you agree with Sarah or Michael? Give an explanation for your opinion.

Why should we learn about the past? Why are the stories of people and events from over 200 years ago important to us today?

Historians have recorded a great deal of data about George Washington. How do they know so many facts about his life? Make a list of the sources that you think historians used for their investigation.

Vocabulary

Match the words on the left with their definitions by writing the appropriate letters on the lines before each vocabulary word.

- | | |
|---------------------------|---|
| ___ material culture | A. a disease that affects a large number of people at the same time |
| ___ primary source | B. all objects people made and used to perform daily activities |
| ___ historic preservation | C. record of events as they first happen, without any analysis (ex. letter or diary) |
| ___ secondary source | D. written analysis that describes or explains a primary source (ex. web site, encyclopedia, or textbook) |
| ___ epidemic | E. a woman or man who studies people and events from the past |
| ___ historian | F. the planned effort to protect historic places and objects |

Identify: Who are these people? What are these objects?

Write the names of each person and object below these pictures.







The National Park Service cares for special places saved by the American people so that all may experience our heritage.

As part of the National Park Service, Independence National Historical Park is committed to providing quality educational experiences to teachers, school children, families, and adult learners through the Independence Park Institute.

The educational goals of the Independence Park Institute include:

- developing curriculum-based school programs and educational materials for visiting classes
- conducting professional development workshops for teachers
- creating standards-based pre-visit and post-visit lesson plans that teachers can use to make the student's experience more relevant and meaningful while at the park



Our ultimate goal is to connect all learners, both intellectually and emotionally, to the resources and stories of Independence Hall, the Liberty Bell, Franklin Court, and the many other sites at Independence National Historical Park that center on the ideas and ideals that led to the American Revolution and the founding and growth of the United States.